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ABSTRACT

In September 1960, the Ford Foundation announced a Special Program in Education and the first grants under that program. The purpose of the program is to strengthen American higher education by assisting selected private universities and colleges in different regions of the country to reach and sustain new levels of academic excellence, administrative effectiveness, and financial support. As of mid-December, 1964, a total of $218.5 million had been granted under the program to 10 universities and 47 colleges. To obtain the full amount of the grants, the recipients are required to match the Foundation's funds in varying ratios by raising funds from other private sources. In general, the program has been most dramatically successful in underlining and reaffirming philanthropy as the great third force in college financing, an essential partner in support of higher education along with tax support and student tuition. Its impact is a new challenge to the convictions of citizens, boards of corporations, labor unions, churches and others in maintaining the diversity, responsiveness, and flexibility in our system of higher education in America. (Author/HS)

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Toward Greatness in Higher Education

A First Report on the Ford Foundation Special Program in Education

HE 004 283

The Ford Foundation is a private, nonprofit institution whose purpose is to serve the public welfare. It seeks to strengthen American society by identifying problems of national importance and by underwriting efforts—by institutions, talented individuals, and communities—toward their solution. The Foundation grants funds for experimental, demonstration, and developmental programs designed to achieve advances within its fields of interest.

The Foundation was established in 1936 by Henry Ford and Edsel Ford and until 1950 made grants largely to Michigan charitable and educational institutions. In 1950 the Foundation became a nationwide philanthropy, and virtually all of its grants have been made since then.

Including the fiscal year 1964, the Foundation has made commitments totaling $2.2 billion, including grants to 5,261 institutions and organizations. The recipients have been located in all fifty states, the District of Columbia, and seventy-six foreign countries. About 90 per cent of the funds granted by the Foundation have gone to institutions in the United States—principally colleges, universities, schools, and community organizations.

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A First Report on the Ford Foundation
Special Program in Education

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The purpose of the program is to strengthen American higher education by assisting selected private universities and colleges in different regions of the country to reach and sustain new levels of academic excellence, administrative effectiveness, and financial support.

As of mid-December, 1964, a total of $218.5 million had been granted under the program to ten universities and forty-seven colleges. To obtain the full amount of the grants, the recipients are required to match the Foundation's funds in varying ratios by raising funds from other private sources. The total of the grants and the matching funds is $775 million.

The Special Program is significant in its volume but also in its concepts and its occurrence in an era of extraordinary change and challenge in American higher education. Its implications extend beyond private colleges and universities to the publicly supported sector of higher education and to private philanthropy—individual, corporate, and foundation.

The matching periods for several institutions that received grants in 1964 extend to 1969. Also, there may be future grants to additional colleges and universities. It is possible, however, to summarize and record some results and conclusions during the four years the program has been operative. That is the purpose of this report.

Because the liberal-arts college phase of the program began a year later than the university grants, this report concentrates on the university recipients, with the exception of the two that received grants in 1964.

The Setting

Higher Education and American Society

Among the distinctive features of the second half of the twentieth century is a worldwide commitment to education. The surge of educational expectations may well go down as the most important social movement of our time. Both the underdeveloped

country and the highly industrialized modern nation sense the power of education to help individuals and societies realize their fundamental aspirations.

Although American society has built an educational system of unmatched dimensions, it is intensifying a drive toward the goal of educating every citizen to the highest level of his ability. A fourth of the nation is in school. Expenditures for education exceed $30 billion a year, a sum greater than the income of the nation's agriculture, mining, construction, communications and public utilities, or transportation industries.

The rising expectations for American education penetrate every corner of the system. There is ferment for improvement in the schools and even a movement to begin schooling earlier.

The desire for more and better is no less insistent at the higher levels of education. Universities and colleges are the object of new attention and concern.

In announcing the Special Program, Henry T. Heald, president of the Foundation, said: "The needs of American society, together with the demands placed on the United States by nations looking to it for leadership, call for an uncommon advance in the number and quality of educated men and women. Each region of the nation needs more universities of excellence and national stature."

The most visible demand on higher education is for expansion. Undergraduate enrollments have risen some 40 per cent since 1950 and are expected to increase by as much or more by 1970, to nearly seven million. This surge reflects not only the sheer increase in population but substantive changes in the manpower needs of a modern society. Science and technology are wiping out unskilled jobs and creating a new demand for men and women with advanced training. The complexity of modern life—not only in industry but in government, the professions, and other areas of human activity—places a greater premium on well-educated, talented people.

The premium on highly developed manpower is reflected even more dramatically in graduate education, where enrollment increased 48 per cent between 1950 and 1964.

When the Foundation's Special Program began, higher edu-

cation was just one four-year cycle away from the college harvest of the post-World War II baby crop. The 1964 high school graduating class was expected to—and did turn out to—produce the biggest wave of entering college students since the war veterans, financed by the GI Bill, swarmed to the colleges and universities.

Along with vastly increased numbers of students, the challenge to higher education is compounded by an explosion of knowledge. Most dramatically in science, but in other fields as well, the content of academic disciplines has expanded exponentially. New, newly synthesized, or radically reorganized knowledge is forcing the overhaul of curricula, lest they obsolesce or burst at the seams. Pressures for specialization are challenging higher education to preserve its role of educating broadly through the whole realm of thought and knowledge.

Moreover, higher education, especially at the university level, is subject to incessant demands for greater and more varied public service. The university is enlisted in research on national needs in defense and other fields. As many universities contributed to the development of rural America through extension work, they are now being sought out for work on urban problems. The university's capabilities are being tapped for assistance programs in less-developed areas throughout the world. And higher education is urged to play a larger role in the advancement of education in the secondary and elementary schools.

The modern American university, in the phrase of President Kerr of the University of California, is becoming a multiversity.

The liberal-arts college is also challenged by rising enrollments and changing knowledge. In addition, it faces some apparent dilemmas. Since its hallmark is liberal education, it must come to grips with the drive toward specialization. Since it has traditionally based some of its unique strength on limited size and individualized attention to its students, it must reexamine its goals and structure before substantially expanding. And it must keep and recruit able teachers in an academic marketplace that is increasingly competitive—not only in salaries but in research opportunities and laboratory and library facilities,

resources in which the university clearly has the upper hand. Thus, in order to maintain their unique strengths and possibilities, the liberal-arts colleges too must advance their academic programs and administrative and financial effectiveness.

The Private and Public Sectors

More college and university students are educated in publicly supported institutions than ever, and the proportion is expected to increase. In 1900, 61 per cent of college students were enrolled in private institutions. By 1950 slightly less than half were in private colleges and universities, and in 1964 the proportion was 37 per cent. According to some estimates, the proportion is likely to drop to 20 per cent early in the next decade. (Absolute numbers of students in privately supported colleges and universities have, however, increased because of rising total enrollments. Thus, privately supported institutions enrolled 1.7 million students in 1964, compared with 564,000 in 1930.)

There are no special virtues attached to a college or university because of the nature of its support. The main criterion is the quality of its program. Strong privately supported institutions and strong publicly supported institutions are both essential to the well-being of American society.

Even in their financial bases, some of the traditional distinctions between private and public institutions of higher education are beginning to blur. A number of tax-supported institutions raise substantial sums from alumni and other private donors. On the other hand, public support of private higher education is increasing in several forms—research support, loans for dormitories and other physical facilities, and scholarships and fellowships.

Nevertheless, the private sector relies mainly on nongovernmental sources—alumni and other individuals, business and industry, and foundations and other organized private philanthropy—for support not covered by tuition fees.

The case for the maintenance and strengthening of private colleges and universities rests largely on the value of pluralism in higher education. A diversity of concepts, ideals, and approaches contributes to the vitality of the entire system. Pub-

licly supported institutions also embody great diversity. But private universities and colleges generally have greater flexibility and freedom to innovate—to set new goals and undertake new departures (which is not to say that private universities have a monopoly on creativity and excellence). Also, private institutions presently educate two million students, and it is unlikely as well as undesirable that this responsibility could be shifted to the public sector.

The Quality of Private Higher Education

The quality of American colleges and universities ranges from the superior to the mediocre. The handful of great universities is not enough to provide the intellectual capital of American society in the next few decades. Fortunately there is a reciprocal to this deficiency—the real aspirations of a number of universities toward first-rank competence.

The distance between America's few preeminent universities and the next in quality is substantial. But American society has the resources to afford more first-class universities, and in fact the number has increased in the last few decades. To marshal these resources and fashion them into great institutions is another matter. The modern university is infinitely more than a collegiate institution with a graduate school. It is an assembly of intellectually gifted men and women associated in common devotion to the growth and continuity of knowledge and wisdom. The *sine qua non* of a distinguished university is distinguished scholarship.

A university's faculty members are not only its employees; they are centers of initiative and decision-making in shaping the university's objectives and character. The function of university administration is to draw them together into cohesive arrangements that will best support the university's central purpose—the advancement and transmission of learning.

Some of the great American universities achieved their greatness over a long period, without the intense pressures of the 1950s and 1960s. Some attained high quality over a relatively short period by forced draft, including the use of great sums of money to assemble an outstanding faculty.

It is more difficult today for a university to realize aspirations to greatness. The pressures are greater, the costs higher, and the competition keener. The great universities are powerful magnets for the outstanding scholars who, in turn, attract outstanding students. And the better universities, of course, are not resting on their laurels; they are seeking to become still better.

Even when all the essential elements are assembled, they must be meshed. Units and individuals must interact fruitfully to produce a coherent whole. The chief lesson shared by the universities in the Foundation's Special Program is that university improvement is extraordinarily complex and subtle. To identify and keep in view the university's priority needs and to evaluate and keep in phase the actions required at many points, all Special Program universities have set forth and adopted detailed, long-range plans. Indeed, this was a basic condition of their grants.

Universities also are too complex to be catapulted to eminence by a single personality. No matter how imaginative and energetic the academic leader, he needs the support of a first-class faculty and administration. He must also draw on several constituencies—alumni, friends of the university, the board of trustees, and, often, the immediate community or region.

A number of private universities were engaged in the painstaking effort to climb to the top when the Ford Foundation began planning its Special Program in Education in 1959. The program sought to speed them along their course.

Foundations and Higher Education

America's universities and philanthropic foundations have developed along nearly parallel courses and, especially in this century, have interacted fruitfully.

The first American foundation in the modern sense—the Peabody Education Fund—was established in 1867, just five years after the Land Grant Act, which signaled a new era in American higher education, and on the eve of events that mark the beginning of the true university in America—such as the begin-

ning of graduate study and research at Harvard and the establishment of the Johns Hopkins University.

Long before higher education was widely acknowledged to rank high on the list of national assets, foundations grasped the fundamental importance of colleges and universities in a modern free society. They saw the danger of paying university faculties poorly and the folly of neglecting basic research in campus laboratories.

Thus, early landmarks in the association between foundations and higher education included:

The pension program for faculty members, set up with the assistance of the Carnegie Foundation for the Advancement of Teaching;

The Guggenheim Foundation's fellowship program for scholars;

The large-scale programs of the General Education Board designed to raise the standards of medical education;

The Rockefeller Foundation's work with schools of public health and its programs for research in science, mathematics, and medicine.

To this day a variety of instruments created jointly by foundations and higher education serve the academic community—the American Council of Learned Societies, the Social Science Research Council, Educational Testing Service, the Institute of International Education, Educational Services Incorporated, and the Teachers Insurance and Annuity Association.

Although today the total annual grants of all foundations could not run American higher education for more than one month, foundations around the turn of the century provided a sizeable fraction of the income of all colleges and universities, and also played a major role in changing their character and standards. During its efforts to provide pensions for college teachers, for example, the Carnegie Foundation for the Advancement of Teaching established institutional eligibility requirements that helped define college and university standards in a time when American higher education was greatly confused, and helped improve entrance requirements.

The General Education Board, a Rockefeller-established foundation, also helped raise standards, strengthen the most promising colleges and universities, and encourage the growth of strong universities in centers of population. By 1923, it had contributed about $60 million in matching funds to the endowments of 291 colleges and universities, and by the time it terminated its work in 1960 had contributed a total of $208 million to American colleges and universities, including substantial grants for such experimental colleges as Antioch, Reed, Sarah Lawrence, and Bennington and to experimental and honors programs conducted at Dartmouth, Swarthmore, and the University of Minnesota.

The Ford Foundation, one of the youngest of the large foundations (it was not organized on a national basis until 1950) has had a major continuing interest in the advancement of higher education in the United States. Up to the time of its Special Program about half of the total of $1.3 billion it had granted for all purposes went to colleges and universities. Of this amount, $260 million consisted of the historic grants in 1956 and 1957 to raise faculty salaries in the nation's 630 regionally accredited four-year private colleges and universities, and to call widespread attention to the need to improve faculty living standards further.* The rest of the Foundation's grants to higher education had gone for a variety of particular purposes—the development of international studies on the American campus, scholarly publication in the humanities and social sciences, improvements in graduate education for business management, college and university cooperation with school systems in better preparation of teachers, and research in a variety of subjects from urban decay and delinquency to population problems and economic growth. The grants paid for released faculty time, seminars, research materials and the like. Rarely did the Foundation grant funds for buildings and never for the general operating expenses of colleges or universities.

*This program is described in *The Pay of Professors* (Ford Foundation, 1962), available without charge from the Ford Foundation, Office of Reports, 477 Madison Avenue, New York, N.Y. 10022.

The Special Program

Origin

While continuing its regular programs in higher education and other fields, the Foundation's staff was authorized by the Board of Trustees in 1959 to investigate means of assisting the general development—as distinguished from particular programs—of private institutions of higher education. The reasons reflected the challenges and conditions in higher education as sketched earlier in this report. The means were available in an anticipated rise in the Foundation's annual rate of giving from an average of about $100 million between 1955 and 1960 to about $250 million in the 1960s.

The Special Program was launched on these assumptions:

1. That the strengthening of American higher education is one of the primary means by which the Foundation pursues its objective of advancing human welfare;

2. That the continuation of the established dual system of publicly supported and privately supported higher education is essential to the welfare of the nation;

3. That regional peaks of excellence in privately supported higher education are essential to nationwide intellectual vigor and growth, to over-all academic and institutional freedom, and to broad equality of educational opportunity.

4. That regional excellence can be produced faster and sustained longer by building on existing institutions than by creating new ones.

5. That support of selected institutions requires great reliance upon the existing leadership of each institution in determining its programs, its priorities, and the pattern of its development.

6. That a program of assistance on a somewhat massive scale is compatible with and can run concurrently with regular Foundation programs, which deal in part with the same institutions but operate with different criteria and make more numerous grants in lesser amounts for more specific purposes.*

*Such grants totaled $20.9 million between September, 1960, when the Special Program began, and mid-December, 1964.

Chronology

The initial university grants were approved in September, 1960. They were: University of Denver, $5 million; Johns Hopkins University, $6 million; University of Notre Dame, $6 million; Stanford University, $25 million; and Vanderbilt University, $4 million.

Over the next four years five additional universities received grants as follows: Brown University, $7.5 million in June, 1961; Brandeis University, $6 million, and the University of Southern California, $6.5 million, both in December, 1962; Tulane University, $6 million in April, 1964; and New York University, $25 million in June,1964.

In addition second Special Program grants have been made to Johns Hopkins ($6 million, March, 1962), Notre Dame ($6 million, December, 1963), Brandeis ($6 million, December, 1964), Brown ($5 million, December, 1964), and the University of Southern California ($7.5 million, December, 1964).

The university part of the Special Program excluded institutions that, in the Foundation's judgment, had already reached first rank—such as Harvard, to use the least controversial example. The liberal-arts college phase does not exclude institutions considered top-ranking.

The initial grants to private liberal-arts colleges, totaling $13.6 million, were made in September, 1961. Grants were made to twenty-one additional colleges in June, 1962, to thirteen in June, 1963, and to five in June, 1964.*

Program Design

The Ford Foundation trustees approved the concept of the program in September, 1959, and a year of staff exploration followed, directed by James W. Armsey, then associate director of the Education program of the Foundation.**

One of the main features of the Special Program was the

*Table of grants on page 30.

**He is now director of Special Programs, a new unit whose responsibilities include the program for over-all university and college development.

departure from the Foundation's traditional pattern of grant-making for specified purposes only or, on rare occasions, for a unit of a university. The Foundation's decision to make the grants on an institution-wide basis was intrinsic to the objective of helping to advance the quality of selected universities *as a whole.* Put another way, general support funds should be used in ways the universities themselves believed would advance their over-all development.

The principle of "no strings attached" applied not only to parts of the participating institution but also to academic purposes for which the funds could be spent. In a speech to a college group a few months after the initial grants, Mr. Armsey stated:

"There is, in this program, no effort to dictate the substance or the method of institutional development—academically, administratively, or financially. When the question was asked, 'What do you want us to do?', I replied, 'Nothing. Just tell us what *you* want to do.' That response tends to stimulate planning."

Potential recipients have been identified on the basis of the following criteria: their commitment to superior scholarship, their plans and ability to make pace-setting improvements, the quality of their leadership, their potential for serving as models for excellence in their regions, and strength of support from alumni and other sources. They are then asked to prepare far-reaching improvement plans encompassing the total institution.

The planning by each of the recipient universities has been characterized as one of the most thorough and severe processes in the history of American higher education.

The university presidents have said it would have been worth the effort even if a grant had not been made.

Each university president is asked to project his thinking for his institution's development for the next five and ten years. Each is reminded that buildings constructed now will be in use forty years hence, and each is asked whether he has thought far enough ahead about his academic program to justify the kind of physical plant he is building. Each is asked to outline his plans, hopes, educational objectives, and priorities.

The institutions are also asked to complete an institutional

report containing both statistical and expository material. Statistical schedules seek information on finances, faculty, students, and fund-raising for each of the last ten years and the prospects in these areas for the decade ahead.

The universities are asked to note planned new programs to improve the caliber of students, faculty, teaching, and research in the next ten years, to state development priorities in all categories and pinpoint fund-raising targets in each category; and to state the universities' special role, function, and place in the total pattern of American higher education.

Although planning is not new to higher education, it had tended to be short-range—looking ahead two or three years, for example. A ten-year budget brings into sharp focus the true magnitude of the tasks a university or college faces in terms of the funds it will need to meet the obligations it undertakes. It also dramatizes the full significance of any single commitment. For example, a $1000 raise to a forty-year-old faculty member is, in effect, a $25,000 university commitment if he retires at age sixty-five. Similarly, an institution making long range plans must include not only the cost of erecting new buildings but the costs of equipping and maintaining them as well. And so on, including problems of nonacademic salaries, land acquisition, the overhead costs of contract research, and the expansion of costly graduate training.

After analyzing the questionnaires submitted by the universities, the Foundation staff discusses with the university officials and trustees the full implications of the projections and the proposed grants. The Foundation staff stresses that while the grants give the universities' leadership leverage and freedom in which to advance their programs, they also impose on the leadership a heavy responsibility to make hard decisions necessary to reach and maintain a new plateau of performance.

Mr. Armsey recalls that he told university officials that the grants would not eliminate their problems: "It may solve a few immediate problems, but it will create others. It won't make your life happier. The wholly new level of excellence the grants are designed to help you reach, while it is comforting to contemplate, is disturbing and disruptive to achieve."

Grant Size and Form of Payment

The size of each grant (up to $25 million), the matching ratio, and the period within which it has to be matched are determined after full discussion between the Foundation and the university.

The amounts are based on such factors as the size and program of a university, its past performance in raising funds, and its potential for raising funds of the order required by the grants.

The matching provision is, in fund-raising jargon, a "challenge" feature. It permits a university to tell prospective donors that their contributions will yield an additional one-third or one-half in Ford Foundation funds, depending on the matching ratio.

In setting the grant terms, the Foundation seeks to maximize the financial yield to the universities. It does not want the universities' sights set too low. On the other hand, it does not wish to set the terms so unrealistically high that a university's fund-raising exertions need to be so strenuous as to intrude on the management of its academic program. Thus the grant terms constituted a challenge, not a dare. The Foundation hopes that the universities will match, and thereby obtain, every last dollar of the grant.

The terms of grant provide for an immediate payment of a portion to meet a university's pressing needs and thus free the time of its staff to concentrate on new programs, new levels of performance, new faculty acquisitions, more planning, and substantial additional fund-raising.

The rest of the grant is paid annually as the university submits audited statements of the matching funds it has raised from other sources. Although the initial payment is made immediately, it too has to be matched.

The immediate payments have varied from $4 million in the case of New York University to $791,000 in the case of Vanderbilt University. At all the universities which have so far received grants, a portion of the immediate payments has been allocated to faculty salary increases. Among other immediate needs filled by the first payments have been: Johns Hopkins, science buildings and laboratories; Denver, land acquisition and

employment of additional faculty; Notre Dame, a nonacademic-employee retirement plan and initial costs of a new library; Stanford University, completion of a physics building and additions to the faculty; and Vanderbilt, a new law-school building and student scholarships and loans.

Terms of Grants

The matching ratios are either two-to-one or three-to-one. The periods within which the grants may be matched are three years except in the cases of Stanford and New York Universities, which received the maximum grants of $25 million; their matching period is five years.

Inevitably, the efforts to meet the matching requirements have assumed a competitive character, but a university's performance in being first—or last—to meet its goal does not, in the Foundation's opinion, necessarily imply its performance is better or worse than other recipients. The Special Program grants were made to some universities that had just completed major fund-raising campaigns, others that were in mid-stream in major campaigns, and others that were about to begin. Naturally, the stage of fund-raising affected the speed with which the universities could meet the extraordinary challenge presented by the Foundation grant.

As it turned out, Johns Hopkins succeeded in raising $12 million to meet its $6 million grant less than half-way through the three-year period. It received a second $6 million grant in 1962 and matched that well ahead of schedule in 1964.

Stanford, which had until 1965 to raise its large total of $75 million to match the Foundation grant, reached its goal a year ahead of time.

On the face of it, it would appear that Brandeis University and the University of Southern California set a record by meeting their matching requirements in little over a year's time. However, each had the qualifications for and the capacity to meet larger grants than they actually received ($6 million and $6.5 million respectively), but the Foundation's budget for the Special Program that year did not permit it to make larger grants. As noted earlier, both universities received second Spe-

cial Program grants in December, 1964. At the same time, Brown University received a second grant. The fact that Brown had taken almost the full three years permitted to match its initial grant of $7.5 million demonstrates nothing more than that its first grant was accurately and realistically calculated.

A second Special Program grant was also made to Notre Dame. Besides the universities whose second grant-matching periods extend to 1967, the only outstanding grants still to be matched are the most recent (1964), to Tulane and New York Universities.

Predictably, the announcement of the Special Program attracted widespread attention in the press and throughout higher education. *The New York Times* and other newspapers across the country carried front page accounts of the program, and in due course specialized publications took note of the development. *The Library Journal,* for example, observed that four of the five initial recipients had allocated part of their first payments for library acquisitions and expansions.

Educational leaders and the public pointed to the challenge to private philanthropy inherent in the Special Program's matching feature.

The program was of long-range significance to American education, the Providence *Journal* said, because it "cracks through the invisible barrier that seems to have held the number of universities of nationwide strength and influence to a minimum."

Developments to Date

Fund Raising and Institutional Goals

While the Ford Foundation's Special Program as a whole is unprecedented in the history of philanthropy for higher education, there have in the past been large single gifts to single universities. Yale University received a $39 million bequest from J. W. Sterling; the University of Chicago $35 million from John D. Rockefeller, Sr.; and Harvard University $26 million from Donald McKay. Several gifts from the Duke family to Duke University have totaled more than $40 million.

One of the distinctive elements of the Special Program has

been its intimate linkage with long-range planning. Indeed, one of the principal results even at this interim stage can certainly be said to be the impetus the Program has given to long-range planning by colleges and universities throughout the country, nonrecipients as well as recipients, public as well as private.

The volume itself has also called nationwide attention to the vast financial requirements for expanding quality in higher education.

Officials of the participating universities also report that the challenge grants have led to the recruitment of new donors and expanded the dimensions of giving among regular benefactors.

Following classic patterns, individual giving has been the largest single source of the new funds raised by the universities. Stanford, for example, raised 63 per cent of its $75 million in matching funds from individuals (living donors and bequests), 22 per cent from foundations other than Ford, and 15 per cent from business and industry. Also, large gifts account for the majority of the funds raised; at Stanford, gifts over $10,000 accounted for 92 per cent of the matching funds, and more than two-thirds of the total was accounted for by gifts over $100,000.

In their efforts to raise matching funds, the universities have employed the full range of techniques. For example:

Stanford University launched a Plan of Action for a Challenging Era—which for short it called the PACE Program. It issued a biweekly report on the progress of its campaign, held regional meetings from San Francisco to New York, and gave fund-raising dinners, at one of which the late Herbert Hoover —its most famous alumnus—spoke.

At Brandeis some 8,000 contributors were reached through letters, parlor meetings, and regional and national assemblies. Through telephone conferences, the president simultaneously addressed gatherings in many far-ranging communities. Fund-raising dinners were built around special industrial groups such as textiles, furniture, electronics, shoes, and many others. The university's fund-raising slogan, widely disseminated, was "Three Equals Four."

The University of Notre Dame organized a national corps of voluntary fund solicitors, principally alumni. Concomitantly, it utilized all the classical means of stimulating enthusiasm: movies, brochures, campaign rallies, nationwide telephone hook-ups, luncheons, dinners, and progress reports.

The universities report that as a result of their successful campaigns, procedures for continued steady growth of contributions for immediate and long-range needs have now been established.

The grant funds proper have permitted the universities to accelerate and add to their academic plans. The funds have permitted attention to prosaic needs for which it is not easy to raise money. For example, it is easier to raise funds for construction of a building than for furniture and laboratory equipment to put it to work. In the last decade, American higher education has succeeded in persuading donors of the importance of gifts for faculty salaries, but it is still difficult to raise funds for increased fringe benefits for the custodial staff, sabbatical leaves for faculty, or for repairs to an institution's heating plant, to say nothing of experimental academic programs.

Some universities have used part of their grant funds to double advantage. In order to proceed immediately with a building without delays in contract negotiations, for example, grant funds are set aside to back up construction. Then, when funds are raised from other donors, the grant funds are withdrawn and applied to another purpose.

It is too early to state definitively that all the university recipients have reached that "new level of excellence" toward which the program was aimed. But by definition the university participants all had been driving ahead to higher levels of competence when they were selected, and there are many indications that the Special Program grants have enabled them to raise their sights higher. Stanford University, for example, which had a ten-year projection at the time the Special Program started, is now making a new set of ten-year projections at a materially higher level than any previously attempted.

In practice, this means advances on a whole series of basic

needs—scholarships, fellowships, and loan funds for students; adequate salaries with fringe benefits such as major medical and retirement plans for faculty members; updated curricula to keep abreast with expanding knowledge; and funds for new buildings and—equally important—remodeling old ones.

The universities have used the grants and the matching funds for the three pillars of academic improvement—better students, first-rate faculty, and adequate facilities where the two groups can work together. Often, of course, the needs interlock. Thus, for example, it is difficult to recruit first-class faculty members in the sciences if laboratory and other facilities are inadequate; good students are attracted by good faculty, and so on.

Following are some detailed developments at the first eight participating universities since they received their grants.

Selected Developments

These developments are a sampling and do not convey the full forward thrust of the institutions. Some of them were normal evolutionary steps in the universities' development, and others were in mind when the institutions received their grants. They have been financed not only by Ford Foundation funds but by funds from many other sources. The main point is that the challenge grants permitted the universities to accelerate some programs, to undertake and achieve others earlier, and to enlarge existing sources of funds and open up new sources.

Admission. The universities generally reported increased undergraduate and graduate enrollments but they stressed the improved quality rather than quantity of their new students. Brown and Brandeis Universities and the University of Southern California all reported continued increases in College Entrance Examination Board median scores.

Some universities made organizational changes to obtain better students. For example, Brown, U.S.C.,and Brandeis adopted admission procedures to identify students of high potential who, for whatever reason, have unimpressive test ratings. Brandeis has also begun programs designed to make sure that qualified high-school students who express an interest in the university

actually enroll. Fifty students from secondary schools throughout Massachusetts took part in seminars and workshops on the Brandeis campus in 1963.

To improve educational quality in the first year of study, the University of Notre Dame set up a study program, resulting in a common freshman year, and appointed a freshman dean and three assistant deans. A new office providing 175 hours a week of consultation for freshmen was set up.

Vanderbilt University, which prior to its Special Program grant admitted Negroes to certain schools and colleges, extended this policy to include all schools and colleges. In addition, students from a wider area were encouraged to attend the university, bringing in different viewpoints. As a result, the proportion of students from Tennessee dropped from 46 per cent to 33 per cent in two years, and the proportion of freshmen from outside the South increased from 15 per cent to 25 per cent.

The numbers and quality of graduate students also increased. Brown increased its total by one-third to 1,143 between 1960 and 1964. At Stanford University graduate enrollments rose from 3,636 to 4,781 between the beginning and the end of its Special Program grant. And, Stanford noted, they were better students too. For example, the university had 151 National Science Foundation fellows in the 1964-65 academic year compared to forty-four in 1959-60.

Aid to Students. At the graduate level, Notre Dame established a special program of fellowships designed to enable a number of graduate students to begin advanced studies without the necessity of carrying a part-time teaching load in their first year. The university also awarded some final-year fellowships to get students through their thesis period and into teaching careers. And, Notre Dame reported: "Here matching worked in reverse. One small foundation was so intrigued by this program that it supplemented for three years the initial Ford Foundation money ($120,000) dedicated to this project."

From its $100 million in new funds, Stanford allocated $10 million for student aid and programs. The proportion of students receiving some form of aid had climbed from under 30

per cent to over 40 per cent. Stanford's 1960 plan called for an increase from $2.6 million to $4.4 million in aid funds by 1964-65; this goal was achieved two years ahead of schedule.

Johns Hopkins increased doctoral and postdoctoral enrollment 25 per cent in all fields and, noting a demand for expansion of doctoral work in the international field, inaugurated a new Ph.D. fellowship program at the School of Advanced International Studies. Vanderbilt allocated $250,000 to graduate fellowships over five years.

Brandeis, which had been devoting the unusually high proportion of about 50 per cent of tuition and fee income to financial aid for students, raised the total outlay (including scholarships, fellowships, and student employment) even higher, from $1.1 million in 1962 to a budgeted figure of $1.6 million in 1965.

Faculty Strengthening. The universities made material advances in increasing faculty salaries and recruiting new talent.

Salary increases at Stanford placed the university among the ten highest paying universities in the country. Median salaries are $7,000 for instructors and $16,000 for full professors. The university, which planned to increase its faculty by 125 members during the grant period, actually added a total of 170 faculty members. The additions enabled the university to replace many teaching assistants and some instructors with men of professorial standing.

Brown raised salaries both selectively and across the board, bringing its scale up to or beyond its 1960 projection. For example, the target salary for full professors was set at $15,000, but the actual median salary of professors in 1964-65 is $16,000. As one result, Brown was able to recruit eight new faculty members in applied mathematics for its research center on dynamic control systems.

Brandeis, having virtually completed all its immediate building needs and wiped out $1 million in accumulated debt, plans to devote the bulk of its second grant and matching funds to the endowment of new professorships.

At Denver, the salary average increased during the period from $6,754 to $8,815; maximum salary at the end of the grant

period was $15,940 compared with $10,300 in 1960. Denver increased its faculty from 229 to 318 in its grant period, and acquired its first four endowed chairs—two in business administration, and one each in metallurgy and the humanities.

Vanderbilt added thirty members to its medical faculty, and thirty-one members to other faculties. Salaries in the liberal-arts field were increased from an average of $9,447 to an average of $12,000 for full professors, with proportionate increases for other ranks.

The University of Southern California, besides raising faculty salary ranges in line with its master plan schedule, introduced new methods of selection, promotion, and compensation of faculty. These included special merit salary increases and annual cash awards to faculty members for excellence in teaching or for creativity in research; awards are based on performance as rated by faculty members and, to some extent, by students.

Johns Hopkins increased faculty salaries, particularly in engineering science, philosophy, the Medical School, and the School of Hygiene and Public Health. Five professorships were endowed, and faculty resources in the basic medical sciences strengthened.

In addition to raising salaries of key faculty members, Notre Dame introduced a retirement plan for nonacademic personnel, to give them half their salary, in conjunction with Social Security payments, on retirement. The university is also introducing a major medical program for all faculty and for nonacademic personnel with ten years of service.

Curriculum Improvement. Brandeis, seeking to bring its academic standards into line with those of its two giant neighbors —Harvard University and the Massachusetts Institute of Technology—introduced a graduate philosophy department, making possible a joint program in which all three institutions grant reciprocal course credit. Other joint programs are a seminar on urban policy and social planning, with M.I.T., and a mathematics colloquium and a seminar in theoretical physics with both Harvard and M.I.T. Brown took decisive steps during the first grant period to liberalize curriculum requirements, giving

much greater leeway to students wishing to specialize and work on their own. Honor students are now able to do independent research for which they receive course credit. Brown also reported rapid progress in language teaching and linguistics; instruction in Chinese and Arabic was introduced, and additional staff appointments were made in the department of Russian studies. The projected program of advanced teaching and research in linguistics received strong outside financial support.

Denver introduced graduate programs in international relations, child development, child clinical psychology, physical chemistry, electrical engineering, and physical metallurgy. The university also liberalized curricula in its Special Scholars Program, which enables selected undergraduates in the arts and sciences, engineering, and business administration to undertake an enriched curriculum including accelerated course work and independent study.

Johns Hopkins started a new undergraduate-graduate program in international relations. The Faculty of Philosophy and the School of Advanced International Studies jointly developed an accelerated five-year program, begun in the fall of 1964, thereby reducing by one year the time required to earn bachelor's and master's degrees in international relations. Johns Hopkins also used Foundation funds to establish a department of mathematical statistics, and to strengthen the departments of chemistry and fine arts and the history of science division. In addition, the university financed seminars designed to bring some of the world's leading humanistic scholars to the campus.

Vanderbilt introduced nine new doctoral programs during its grant period, and established a graduate institute of Latin-American studies. The law school strengthened its faculty and increased the number of its students by 30 per cent. The school of engineering added doctoral degrees in three departments. Faculty appointments were made in literary criticism and biophysics.

Notre Dame established a Center for the Study of Man in Contemporary Society, to strengthen the university's work in the humanities and social sciences, particularly in their relationship to religion.

Besides introducing new courses, seminars, and teaching materials, the universities reexamined their curricula to eliminate overlapping and marginal offerings that had accumulated over the years. The University of Southern California, for example, reduced the number of courses available in the College of Liberal Arts from 1,375 to 910, and undergraduates are now permitted to take only four courses a semester. The graduate school has also reduced the number of its courses from 781 to 519, enabling students to pursue subjects in greater depth, and reducing the teaching load to free faculty members for greater attention to individual students. Professional schools are also weeding out some courses, and in particular are turning from a vocational and technical emphasis towards the liberal arts. In the School of Business Administration, for example, all lower-division work is taken in the liberal-arts college.

Other Reforms. To some universities, the Special Program brought organizational challenges. Brown, for example, strengthened its general organization by creating a new position, that of dean of the university, the equivalent of provost in other universities, enabling the president to delegate some of his responsibilities. A principal administrative officer and a principal development officer have also been appointed.

U.S.C. appointed a coordinator of research, to provide liaison between the university and granting agencies, including foundations and industry, in the negotiation of research grants and contracts.

Buildings and Equipment. All participating universities have substantially improved their plant and equipment, reflecting the need for new facilities to cope with increased enrollments and the demands, particularly in science, for increasingly elaborate and complex research and learning tools.

In particular, the universities used the Foundation money for renovation of older buildings, projects not likely to attract funds from individual donors.

Brandeis, Brown, Notre Dame, and Stanford Universities devoted major attention to improving their library facilities.

During the period of its first grant, Brandeis acquired 106,000 new books, bringing its total as of June, 1964 to 340,000 volumes. The university also acquired 136 complete back files of scholarly journals, and added 360 journals to its subscription list.

Brown's largest single building project was a new library that opened in the fall of 1964.

Notre Dame's main construction project also was a new library, which opened in 1963. The building cost $9.5 million, more than all the capital additions to the university in its first 100 years. Ten floors are devoted to the graduate divisions, with space for 1.8 million books, seminar rooms, microfilm readers, and other facilities. Undergraduate study space is surrounded by more than 200,000 open-stacked, readily available books. The university multiplied its total previous library acquisitions more than fivefold.

Stanford built an undergraduate library, which had been one of its highest priorities before it received its grant. The university projected an increase of 12 per cent a year for library expenditures, including those of the associated Hoover Institution. Over-all library expenditures in the third year of Stanford's grant reached $2.3 million, an increase of 42 per cent over the pre-grant level for the university libraries and almost double for the Hoover Institution.

Stanford allocated about two-fifths out of the $100 million in Foundation and matching funds for buildings and plant. Its other main project besides the library was a graduate institute of business education. Traditionally strong in mathematics, the university used part of its funds to build a new computer center with fifty times the capacity of the previous unit. Stanford is building the Alfred P. Sloan Mathematics Center, a major quadrangle building renovation which will bring the mathematics department together from several scattered locations.

Notre Dame is completing three other new buildings. One is a student-activities center, the university's only location for campus activities involving large numbers of people. The new radiation laboratories, financed by the Atomic Energy Commission, were based on engineering and architectural studies financed

under the Special Program. The third building is a computing and mathematical center, which has offices for forty faculty members and eighty graduate students, a mathematics research library and seminar and classrooms.

Other new buildings at Brown include an engineering and physics building. Brandeis earmarked or spent more than $11 million during its first grant period for buildings, including a new residence hall, a science quadrangle, and a theater arts center. Funds were also used to improve the campus road system and heating plant.

Denver used matching funds for eight new facilities during its grant period, at a total cost of $10 million. They included a law center, radio-TV and metallurgy buildings; three buildings in the center for science, engineering and research; a married student housing complex; and two dormitories.

Johns Hopkins used a large proportion of its two Foundation grants and matching funds for construction. At the Homewood campus, new buildings for physics, biology, and chemistry, a classroom building, and a research library were financed; the administrative buildings and library facilities were expanded. Foundation funds also helped finance a postdoctoral center in medicine and a wing was built onto the School of Hygiene and Public Health to house the new department of radiological science, the research laboratory in leprosy, and other facilities.

Vanderbilt used about 40 per cent of its Special Program funds towards the building of a law school and a science center. During the grant period, construction of twelve buildings was completed or under way, including a fine-arts gallery, a medical school library, a new wing for the university hospital, and student apartments and dormitories.

Among U.S.C. buildings newly completed or under construction are one for the biosciences, a graduate school of business administration, a law center, and schools of education, engineering, and medicine. Other buildings scheduled include a new science lecture hall, a religious center, a third medical research building and a medical library, a center for marine science, a school of dentistry, and a student health center.

Implications for Educational Finance

by Francis C. Pray
Vice president, Council for Financial Aid to Education

The Ford Foundation Special Program is just one—though perhaps the strongest—of several factors strengthening and reaffirming the role of the private sectors of our society in support of colleges and universities.

The demands of growing numbers of college-bound high-school graduates and their anxious parents have pushed Federal, state, and local governments into considering dramatic new commitments to tax support for higher education. The Special Program's challenge grants have provided a parallel inducement, stimulating not only the recipients but many other enterprising private institutions to face more optimistically, imaginatively, and courageously the task of seeking support for new quality and service levels while remaining independent.

The more than three-quarters of a billion dollars generated by the Special Program for the support of private higher education has helped reaffirm the possibility of maintaining a viable balance between public and private colleges and universities.

During the past ten years we have been facing the hardest test the multiple system of higher education has ever faced—perhaps the first real test.

The Special Program came at a time when private institutions below the level of the dozen or so great leaders had begun to face a serious financing crisis. The test was whether they could win enough voluntary support from our society, along with their ability to justify higher tuition, to retain significant influence in the American educational scene.

The Special Program encouraged a representative group of strong or potentially strong institutions to meet this test—now—at a level of aspiration high enough to be meaningful.

New Understanding of Higher Education. As an unexpectedly significant by-product, the program has helped improve understanding of the role and problems of higher education by a large number of America's top corporate and professional leaders and by uncounted thousands of college alumni.

As the aspirations of a college or university are lifted and as it accepts "stretch goals" in financing, its program provides a more exciting challenge to the more important elements among its potential volunteer leadership. Indeed, in its growing awareness of the staggering problem of meeting goals higher than ever faced before, the institution in most cases revises upward the level of persons it invites to volunteer leadership.

The effect has been to establish a new and mutually rewarding dialogue between two elements of society too long strangers. In order to strengthen their councils, their boards, and their key fund-raising leadership by enlisting busy, highly successful people, the universities and colleges had to communicate their needs and objectives clearly and persuasively. The business, professional, and social leaders required convincing answers to hard practical questions before they decided to invest their time, energy, and treasure.

The quality and careful planning prerequisite to qualification of an institution for a Ford Foundation Special Program grant lent an unmistakable mark of authenticity to its own claims. Thus new patterns being set for trustee and volunteer relations with colleges and universities are becoming widely adopted throughout the field of higher education. The base for long-range success possible in this strengthened common interest may be in the long run the most valuable and pervasive outcome of the many capital fund drives sparked by the Special Program.

Effect on Philanthropy in General. The effect of the Special Program upon total philanthropy for higher education has not been and perhaps cannot be measured with any degree of accuracy. But one could find considerable support for an estimate that this single series of grants has improved total philanthropy for higher education—which had been around $1 billion a year—by perhaps one eighth to one sixth—a remarkable achievement.

It has had less effect on corporate giving than on alumni giving. Corporations are persuaded that they must develop their own rationale rather than respond merely to pressures generated by judgments of another source. In a number of instances, however, corporate boards have made significant increases in gifts, including some major capital grants, in response to per-

suasive presentations by Special Program grant recipients with which they have geographical, professional, or other natural relationships.

Moreover, the success of many institutions in winning personal participation of corporate leaders as trustees and as volunteer leaders in their financial development programs can be expected to encourage a continued growth of corporate commitment to higher education.

Comparative figures before and after are not yet available to show whether increases in alumni giving generated by the excitement and pressures of a campaign will be fully sustained. If experience in earlier capital drives is any indicator, however, alumni giving will continue at a significantly higher figure after the program has been completed than before. This trend may spill over into a good many non-grantee institutions, through existing interinstitutional alumni fund-raising programs.

By lifting the sights of both institutions and donors, the Special Program has dramatized to higher education as a whole the need for maturity of fund-raising efforts. Capital campaigns were once fund-raising efforts to meet an emergency need—a building destroyed by fire, for example. After completion, fund-raising slipped back into annual gifts campaigns that rose only slightly each year, if at all, and could not hope to provide the means for long-term institutional development, and certainly not for a surge to academic excellence. (A recent survey on capital campaigns conducted by the Council for Financial Aid to Education indicates that the largest percentage of failures in 264 campaigns completed between 1958-59 through 1962-63 was in those whose objectives were $5 million or less.) What a small number of institutions sensed early in the postwar period is now widespread in higher education: That important campaigns led by competent leaders under professional staff direction are more likely to be realized than stopgap programs, regardless of an institution's size or location.

Advanced Program of Philanthropy. Dramatically and persuasively, the Special Program has bolstered the conviction that private education must and can develop private resources to remain fully competitive in quality and service.

The urgency for action of so many concurrent campaigns has had an effect upon the profession of fund-raising itself—not only on the direction but also on the rate of professionalization. The need to seek staff in a market in which both professional fund-raising firms and institutions were competing for a very limited number of experienced men has made it necessary to devote increased attention to staff-training programs and has provided better criteria against which to measure success or failure. It has encouraged, perhaps even forced, institutional administrations and boards of trustees to accept the new professional function on a level commensurate with its potential to contribute to institutional advancement. It has forced professional firms to adopt more imaginative approaches to fund-raising techniques and has, hopefully, stimulated maturity and sophistication in these relationships which will consolidate and build on gains won in the heat of campaign pressures.

Effect of Matching Factor. Motivation provided by the matching aspect is difficult to assess. Clearly, it motivates the recipient institution to face a total job. It is less clear that the prospect of having his dollars matched has had any great motivating effect on the donor. A number of knowledgeable development officers believe that the matching aspect alone would not unlock any significant number of dollars in the absence of a persuasive case built on a program of valid educational objectives.

The matching feature, therefore, has been most effective by forcing the institution to a new dimension of effort and by providing a deadline that encourages better campaign management and a spur to earlier donor action.

In general, the program has been most dramatically successful in underlining and reaffirming philanthropy as the great "third force" in college financing, an essential partner in support of higher education along with tax support and student tuition. Its impact is a new challenge to the convictions of individual citizens, boards of corporations, labor unions, churches, foundations, and others in maintaining the diversity, responsiveness, and flexibility in our system of higher education in America.

Ford Foundation Special Program Grants to Colleges and Universities†

Date	Recipient	Foundation Grant (in millions)	Matching Funds Required (in millions)	Total (in millions)
June 1963	Albion College, *Michigan*	$2.0	$4.0	$6.0
June 1962	*Amherst College, *Massachusetts*	2.5	7.5	10.0
June 1963	Antioch College, *Ohio*	1.5	3.0	4.5
June 1962	Austin College, *Texas*	1.7	3.4	5.1
June 1963	Beloit College, *Wisconsin*	1.6	3.2	4.8
June 1962	Berea College, *Kentucky*	2.0	6.0	8.0
June 1963	Bowdoin College, *Maine*	2.5	7.5	10.0
Dec. 1962	***Brandeis University, *Massachusetts***	**6.0**	**18.0**	**24.0**
Dec. 1964		**6.0**	**18.0**	**24.0**
June 1961	***Brown University, *Rhode Island***	**7.5**	**15.0**	**22.5**
Dec. 1964		**5.0**	**10.0**	**15.0**
June 1962	Bryn Mawr College, *Pennsylvania*	2.5	7.5	10.0
Sept. 1961	*Carleton College, *Minnesota*	2.0	6.0	8.0
June 1963	Coe College, *Iowa*	1.4	2.8	4.2

†All grants were for a three-year period, except for those to New York and Stanford Universities, which were for five years. Boldface indicates university recipients.

*Matching fund requirement has been met.

Date	Recipient	Foundation Grant (in millions)	Matching Funds Required (in millions)	Total (in millions)
June 1962	Colby College, *Maine*	$1.8	$3.6	$5.4
June 1964	Colgate University, *New York*	2.2	6.6	8.8
June 1962	Colorado College	2.2	5.5	7.7
June 1963	Cornell College, *Iowa*	1.4	2.8	4.2
June 1962	Denison University, *Ohio*	1.8	3.6	5.4
Sept. 1960	***Denver, University of, *Colorado***	**5.0**	**10.0**	**15.0**
June 1962	Earlham College, *Indiana*	1.6	3.2	4.8
Sept. 1961	*Goucher College, *Maryland*	1.2	2.4	3.6
Sept. 1961	*Grinnell College, *Iowa*	2.0	4.0	6.0
June 1962	Hamilton College, *New York*	2.0	5.0	7.0
Sept. 1961	*Hofstra College, *New York*	1.0	2.0	3.0
Sept. 1960	***Johns Hopkins University, *Maryland***	**6.0**	**12.0**	**18.0**
Mar. 1962		**6.0**	**12.0**	**18.0**
June 1963	Kalamazoo College, *Michigan*	2.2	5.5	7.7
June 1962	Knox College, *Illinois*	2.0	4.0	6.0
June 1963	Lafayette College, *Pennsylvania*	2.0	5.0	7.0

*Matching fund requirement has been met.

Date	Recipient	Foundation Grant (in millions)	Matching Funds Required (in millions)	Total (in millions)
June 1962	Lake Forest College, *Illinois*	$2.0	$4.0	$6.0
June 1962	Lawrence University of Wisconsin	2.0	4.0	6.0
June 1964	Middlebury College, *Vermont*	1.7	3.4	5.1
June 1964	Mills College, *California*	2.2	6.6	8.8
June 1962	Mount Holyoke, *Massachusetts*	2.5	7.5	10.0
June 1964	**New York University**	**25.0**	**75.0**	**100.0**
Sept. 1960	***Notre Dame, University of, *Indiana***	**6.0**	**12.0**	**18.0**
Dec. 1963		**6.0**	**12.0**	**18.0**
June 1963	Oberlin College, *Ohio*	2.2	6.6	8.8
June 1962	Occidental College, *California*	2.5	7.5	10.0
June 1962	Oklahoma City University	2.0	4.0	6.0
Sept. 1961	*Reed College, *Oregon*	1.4	2.8	4.2
June 1963	St. Catherine, College of, *Minnesota*	1.0	2.0	3.0
June 1962	St. Lawrence University, *New York*	2.0	4.0	6.0
June 1964	St. Olaf College, *Minnesota*	2.2	5.5	7.7
June 1962	St. Thomas, College of, *Minnesota*	1.5	3.0	4.5

*Matching fund requirement has been met.

Date	Recipient	Foundation Grant (in millions)	Matching Funds Required (in millions)	Total (in millions)
June 1962	St. Xavier College, *Illinois*	$1.5	$3.0	$4.5
June 1963	*Smith College, *Massachusetts*	2.5	7.5	10.0
Dec. 1962	***Southern California, University of**	**6.5**	**19.5**	**26.0**
Dec. 1964		**7.5**	**22.5**	**30.0**
Sept. 1960	***Stanford University, *California***	**25.0**	**75.0**	**100.0**
June 1963	Stetson University, *Florida*	1.5	3.0	4.5
Sept. 1961	*Swarthmore College, *Pennsylvania*	2.0	6.0	8.0
Apr. 1964	**Tulane University, *Louisiana***	**6.0**	**12.0**	**18.0**
June 1962	University of the South, *Tennessee*	2.5	7.5	10.0
Sept. 1960	***Vanderbilt University, *Tennessee***	**4.0**	**8.0**	**12.0**
June 1964	Vassar College, *New York*	2.5	7.5	10.0
Sept. 1961	*Wabash College, *Indiana*	2.0	4.0	6.0
Sept. 1961	*Wellesley College, *Massachusetts*	2.0	6.0	8.0
June 1962	Whitman College, *Washington*	1.5	3.0	4.5
June 1963	Williams College, *Massachusetts*	2.5	7.5	10.0
June 1963	Wooster College, *Ohio*	2.2	5.5	7.7
		$218.5	$556.5	$775.0

*Matching fund requirement has been met.

Publications

The following is a selected list of publications available without charge from the Ford Foundation, Office of Reports, 477 Madison Avenue, New York, N. Y. 10022. A complete list of publications is also available.

The Ford Foundation Annual Report.

About the Ford Foundation: *Description of programs and objectives.*

American Community Development: *Preliminary reports by directors of projects assisted by the Ford Foundation in four cities and a state.*

The Ford Foundation in the 1960s: *Statement of the Board of Trustees on policies, programs, and operations.*

The Ford Foundation's Role in Engineering Education: *An address by Carl W. Borgmann, director, Science and Engineering program.*

In Common Cause: *Relations between higher education and foundations. An address by Henry T. Heald, president, Ford Foundation.*

Language Doors: *Foreign-language training and the teaching of English as a second language.*

Metropolis: *An account of the Foundation's Urban and Regional program.*

The New Teacher: *Assistance for new patterns in teacher education.*

The Pay of Professors: *Report on grants for college teachers' salaries.*

The Public Stake in Private Service: *An address by Henry T. Heald, president, Ford Foundation.*

Scholars' Work and Works: *Assistance to publication by university presses and improvement of library resources.*

Time, Talent, and Teachers: *Experiments in better utilization of school and college teachers.*

The Wealth of a Nation: *Activities in the Foundation's program in Economic Development and Administration.*

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